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ABSTRACT

As part of the language arts curriculum framework developed in accordance with "Rules, Regulations, and Minimum Standards" of the Tennessee State Board of Education, this language arts curriculum guide contains the goals, concepts, and terminal objectives for sixth grade language arts. Following a brief introduction and description of the curriculum framework, the guide is divided into the following language arts "strands" (divisions of skill areas): (1) handwriting; (2) grammar/mechanics; (3) spelling; (4) composition; (5) thinking and organizational skills; (6) listening skills; and (7) oral communication skills. Each page of the guide addresses a strand objective, and consists of instructional objectives, associated content statements, and skills and activities that may be used to enhance the understanding of the terminal objective. In addition, space for curriculum cross-references (indicating where the objective appears in the curriculum guide of another discipline) and a resource column, contingent on materials available to the teacher, are provided. (MM)

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LANGUAGE ARTS

CURRICULUM GUIDE

THE BETTER SCHOOLS PROGRAM

It Works!

Tennessee Department of Education

TENNESSEE DEPARTMENT OF EDUCATION

1987 EDITION

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LANGUAGE ARTS

CURRICULUM GUIDE

STATE OF TENNESSEE

STATE DEPARTMENT OF EDUCATION

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We wish to offer a special word of thanks to the Basic Skills First Consulting Teachers for the vital contributions they have made to the development of this guide. Additionally, the Department acknowledges the dedication to excellence of Donna Spalding, Faye Taylor, J B Whitman, Judith Morgan, Rebecca Woodcock, and Gwen Bailey and their assistants Ruth Wright, Kathy Todd and Pat Brenner for the many long, hard hours they invested in developing this guide.

FOREWORD

The Language Arts Curriculum Guide is designed to identify the minimum skills students should master at each grade level. Some of the skills included in this guide are skills which were previously covered by BSF Reading and are closely correlated with the revised BSF Reading. Since this correlation is so great, each of the language arts objectives is a very critical objective. Unlike the BSF Reading program, there are nc mastery tests or individual student records required for language arts.

The guide is designed to help local personnel in their continuing task of insuring that all students in the Tennessee public schools learn language arts skills and develop the ability to apply them in everyday life. Its use will enable students to understand and use effective oral and written communication, to think logically, critically, and creatively, and to apply these skills in other content areas.

Note: Although some of the terminal objectives have been revised, the intent of them remains the same and the framework will be changed in the next cycle.

PREFACE

The organization of a school curriculum may vary in order to meet the needs of the student population served. This curriculum guide has been designed to provide flexibility in developing educational programs, while allowing school systems to meet state curriculum requirements. The State Board of Education has determined that curriculum frameworks for Tennessee schools will be organized by subject areas. **RULES, REGULATIONS, AND MINIMUM STANDARDS** of the State Board of Education, in section 0520-1-3.02(3)(a), states as follows:

> The State Board of Education shall establish a curriculum framework for each subject area, grades K-12. These frameworks shall contain the broad goals and objectives which identify the minimum content required at each grade level. The approved frameworks shall be the basis for planning instructional programs in each local school system.
>
> The Department of Education shall utilize the approved framework to develop curriculum guides in each subject, grades K-12. School systems shall use the curriculum guides made available by the State Department of Education or locally-developed guides which have been approved by the State Board of Education upon the recommendation of the Commissioner of Education.

The language arts curriculum is organized into seven strands: Handwriting, Grammar and Mechanics, Spelling, Composition, Thinking and Organizational Skills, Listening Skills, and Oral Communication Skills. Terminal objectives under each strand can be identified by the five characters of the objective number. The first character is the grade level, the second character is the discipline (language arts), the third character is the strand, and the last two digits represent the numerical sequence of the objective within the strand.

Example - the instructional objective number 431A1.04 is translated as follows:

4 = Grade 4
3 = Language Arts
1 = Strand - Handwriting
A1 = Terminal Objective
.04 = Fourth Instructional Objective

Each page of the guide contains instructional objectives, associated content and suggested activities that are designed to insure the mastery of the terminal objective. The curriculum cross reference indicates where this objective relates to objectives in another discipline and may be helpful in unit planning. The column labeled "Resources" is designed to be used at the local level to list materials available to teach the instructional objectives.

The language arts curriculum is designed to provide a scope and sequence for the teaching of language arts. Implementation of the language arts curriculum guide requires initial inservice training, on-going staff development and continuous program monitoring.

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 631A1.00 To understand handwriting procedure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 demonstrate correct handwriting procedure.	Factors affecting handwriting quality include posture, the position of the paper, the way the pen or pencil is held, and the writing surface. Correct posture involves sitting in an erect but relaxed position with both arms on the writing surface. Elbows should not be on the writing surface. For cursive writing, the paper should be slanted toward the left for the right-handed student and toward the right for the left-handed student. For manuscript, the paper is not slanted for the right-handed student. The writing instrument should be held between the thumb and the first two fingers approximately one inch from the point. The first finger should rest on top of the pen or pencil, while the thumb holds the instrument against the second finger. The writing surface should be smooth and of a comfortable height.	copying, comparing contrasting, appraising applying applying applying	A. Organize a handwriting center with a variety of paper and writing instruments. Include such items as magazines, catalogs, newspapers, order blanks and other forms. Give the students opportunities to practice manuscript as well as cursive writing. B. Have students practice writing numbers and their names in manuscript. Include the Roman numerals. C. Have students write upper and lower case letters in cursive. Check for proper positioning of paper to obtain the correct slant. D. Have students check one another for correct posture, paper position, and the way the pen or pencil is held.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 631B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 demonstrate correct manuscript handwriting.	Manuscript writing should be approached from a maintenance standpoint. Manuscript is appropriate for such tasks as map work, art work, crossword puzzles and filling out forms.	creating, copying, planning	A. Have students use manuscript to complete an application form for a club or organization in which they have an interest.		
		applying	B. Have students use manuscript to label the countries and capital cities on a map of the world.		
		applying	C. Have students make posters on which they use manuscript letters of two or more different sizes.		
1.02 demonstrate correct cursive handwriting.	Correct cursive handwriting involves letter formation, spacing, slant, alignment, proportion, and line quality. (See 631C1.01 for specifics)	copying, comparing, analyzing, marking	A. Have students copy a short poem in cursive. Have them draw straight lines through each letter to check for proper slant. If the slant is correct, the lines drawn will be parallel.		
		reproducing	B. Have students write the letters and numerals on a lined chalkboard so that strengths and weaknesses can be observed.		
		applying	C. Have students place small ovals between the words in "A" above. The ovals should be observed for consistency in size. Have the students place upper case "O's" between the sentences.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 631B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 demonstrate correct cursive handwriting. (continued)		copying, analyzing	D. Have students copy a model paragraph showing proper alignment and line quality. Have them draw a line along the top of the tall letters, another along the top of the medium sized letters, and a third along the top of the smallest letters to assess the quality of the alignment.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 631B1.00 To demonstrate legible handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 increase writing speed.	Emphasis on writing legibly at a faster rate is begun at this level. Attention to legibility standards as covered in Terminal Objective 631C1 should be given as activities are implemented to increase speed. Keeping the writing hand and arm relaxed is important in gaining speed. Reasons for increasing speed should be discussed (note-taking, completing assignments, etc.).	applying, listening, comparing, constrasting	A. Have students write in cursive a dictated paragraph containing grade level words. Have them compare their copies with a model of the paragraph.		
		evaluating, listening	B. Have students make necessary corrections in the paragraph dictated above. Then dictate the same paragraph again at a greater speed.		
		reproducing, evaluating	C. Have students copy a sentence which contains all the letters of the alphabet (The quick brown fox jumps over the huge lazy dog.) Have them see how many legible copies they can write within three minutes.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Handwriting

TERMINAL OBJECTIVE: 631C1.00 To understand the standards of legibility in handwriting

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 recognize the elements of legible handwriting.	Legibility in handwriting involves five important elements: 1) letter formation - Reinforcement in the basic strokes (slant, under-curve, downcurve, and overcurve) should be given as needed. 2) spacing - Consistency in spacing between letters, words, and sentences should be stressed. 3) slant - Uniformity of slant is important. Too much or too little slant should be corrected. 4) alignment and proportion - Alignment refers to keeping the letters even at both top and bottom. Proportion refers to the height of letters. The tallest letters (b, f, h, k, l, and all upper case letters) are almost as tall as the space between lines. The middle letters (d, p, t) are about two-thirds of the space height. The other letters are one-third of the space height. When parts of letters extend below the line (f, g, etc.), they should fill about one-half the space. 5) line quality - Attention to smoothness and clarity is important. Too much or too little pressure may result in lines that are too heavy or too light.	evaluating analyzing	A. Provide students with a checklist of items which are important to the development of legible handwriting, and ask them to compare samples of their work with the checklist. The checklist might include the following: 1. Are my letters formed and joined correctly? 2. Are the letters the proper size and shape? 3. Did I use adequate spacing? 4. Do the letters have a uniform slant to the right? 5. Do the letters sit on the baseline? 6. Are there proper margins? B. Have students make a list of items to improve as they assess their work and prepare to write other assignments.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 identify simple and complete subjects and predicates.	The simple subject is the main word(s) around which the action of the sentence centers. The complete subject includes the simple subject and all the phrases and dependent clauses relating to it. The simple predicate is the main verb that tells what the subject is, has or does. The complete predicate includes the main verb and all the words that further explain what the subject is, does or has.	identifying synthesizing	A. Have students underline complete subjects and circle simple subjects in a list of sentences. Repeat this activity for simple and complete predicates. B. Have students: 1. Write a series of sentences about a particular topic. Specify that the sentences should contain simple subjects only. 2. Rewrite the sentences by adding words that tell more about the simple subjects. 3. Identify the simple subject and complete subject using the method in Activity A. 4. Repeat this activity for predicates.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 construct simple sentences.	A simple sentence contains a subject and predicate and expresses one complete thought. Simple sentences may have compound subjects and predicates but must express only one complete thought.	identifying	A. Have students identify the incomplete sentences in a list of complete and incomplete simple sentences. Then have them rewrite the incomplete simple sentences into complete sentences.		
		identifying	B. Give students several sentences and have them identify the compound subjects. Repeat this activity for compound predicates.		
		synthesizing	C. Provide students with a list of sentences which have different subjects but the same predicate. Have them combine the two sentences to form one sentence with a compound subject. Repeat this activity for compound predicates.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communciation

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 identify compound sentences.	A compound sentence is made up of two simple sentences joined by conjunctions such as "and," "or," or "but." A comma is used before the connecting word.	identifying	A. Have students identify the compound sentences in a list containing both simple and compound sentences.		
		applying	B. Have students combine pairs of simple sentences to form compound sentences.		
		analyzing	C. Have students locate the compound sentences in a paragraph that contains simple and compound sentences. Have them write the simple sentences that make up each compound sentence.		
1.04 differentiate among the types of sentences.	There are four types of sentences. A declarative sentence makes a statement; an imperative sentence gives a command or request; an interrogative sentence asks a question; and an exclamatory sentence expresses strong feeling.	analyzing	A. Have students classify sentences in a list according to type.		
		synthesizing	B. Have students write about a particular topic using the four types of sentences.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632A1.00 To understand the elements of sentence structure

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 identify run-on sentences.	A run-on sentence occurs when two sentences are written as one with no punctation to separate them. Run-on sentences sometimes join two or more thoughts incorrectly without using conjunctions. In other cases, there may be conjunctions but too many thoughts are included in one sentence. Some run-on sentences may be corrected by using a conjunction such as "and," "or," or "but" preceded by a comma. Other run-on sentences should be written as two or more sentences.	identifying applying	A. Have students underline the run-on sentences in a passage. Then have them make the necessary corrections. B. Have students correct a list of run-on sentences. Include some examples that should be written as two or more sentences and some that can be corrected by using a conjunction.		
1.06 recognize sentence fragments.	A sentence fragment is only a part of a sentence and does not express a complete thought. Additional information can change a fragment to a complete sentence.	identifying applying	A. Have students label the fragments and complete sentences in a list containing both. B. Group the students in pairs. Have each partner make sentences from fragments prepared by the other.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use nouns correctly.	A noun is a part of speech which names a person, place, thing or idea. A proper noun names a specific person, place, thing, or idea. Singualr nouns name one person, place, thing, or idea. Plural nouns name more than one person, place, thing, or idea. A possessive noun shows ownership.	identifying	A. Have students write three sentences using common and proper nouns about places they would like to visit in Tennessee. Underline the proper nouns.		
		synthesizing	B. Have students underline the singular nouns and circle the plural nouns in a paragraph containing several of each.		
		applying	C. Have students write the plurals of the nouns in a list which includes examples of each of the types covered in the content		
		synthesizing	D. Have students write five sentences about a topic they are studying in science or social studies. Have them use a possessive noun in each sentence.		
1.02 use appositives correctly.	An appositive may consist of one or more words and explains the noun it follows. (e.g., Frank, his brother, was a lawyer.) Appositives are usually set off by commas.	synthesizing	A. Have students combine pairs of sentences by using appositives. Example: Joe went to town. The weight lifter went to town. Joe, the weight lifter, went to town.		
		applying	B. Give students a list of nouns and appositives. Have them write sentences using each noun and its appositive.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1. 00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 use verbs correctly.	Students have already been introduced to action, linking and helping verbs as well as verb tense, principal parts of verbs, and subject-verb agreement. This objective should center on reinforcing previously introduced skills.	applying, synthesizing	A. Give students a list of sentences in which the verbs have been omitted. Have them complete each sentence by adding an action verb.		
		synthesizing	B. Have students create a series of cartoon frames about a character. Have them include an action verb in each frame.		
		synthesizing	C. Provide students with a list of "being" verbs. Have them select ten of these and use them as linking verbs in sentences about a topic in social studies.		
		applying	D. Have students write sentences using the principal parts of five irregular verbs.		
		synthesizing	E. Have students label the tense of the verb in each sentence in a list which includes examples of present, past and future tenses.		
		applying	F. Give students a list of subjects which include singular and plural nouns and pronouns, compound singular subjects, compound plural subjects, and subjects connected by "either-or" and "neither-nor." Have them write sentences using each of the subjects.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 use pronouns correctly.	Students have already been introduced to pronouns, possessive pronouns, agreement of pronouns with their antecedent and pronouns as subjects or objects. This objective should center on reinforcing previously introduced skills.	identifying	A. Have students select the correct pronoun to complete each sentence in a list. Include pronouns used as subjects and pronouns used as objects. Some sentences should have compound subjects (Tom and "I") and objects (Tom and "me").		
		synthesizing	B. Give students a list of ten pairs of sentences. Have them complete the second sentence in each pair with a correct pronoun. (John studied three languages. He learned all of _____).		
		applying	C. Have students write a news story about a school event. Ask them to draw an arrow from each pronoun to its antecedent.		
		applying	D. Have students write sentences which show ownership of each object in a list in two ways. In the first sentence, a possessive pronoun should be used before the name of the object. In the second, the pronoun should stand alone. Example: "coat" -- "Here is your coat. This coat is yours."		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 use adjectives.	An adjective modifies a noun or pronoun. Adjectives add specific details that tell such things as "what kind," "how many," or "which." Commas should be used between multiple adjectives placed before a noun or pronoun.	applying	A. Provide students with a list of sentences each of which contains an underlined noun that has no modifier. Have them add an appropriate adjective before each of the underlined nouns. A list of adjectives from which to choose may be provided.	L.A. 634A1	
		synthesizing, illustrating	B. Have students make posters advertising some school or community event. Encourage the use of creative adjectives to describe the people, places, etc.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will; 1.06 correctly form and use comparative and superlative adjectives.	The comparative form compares two persons, places, things, etc. The superlative form compares three or more persons, places, things, etc. Adjectives of one or two syllables usually form the comparative by adding "er," and the superlative by adding "est." For adjectives of three or more syllables, the word "more" is used to form the comparative, and the word "most" is used for the superlative. For some special adjectives, a different word is used to show the comparative and superlative (bad-worse-worst; good-better-best). When an adjective ends in "y," change the "y" to "i" and add "er" or "est." When an adjective ends in "e," drop the "e" and add "er" or "est". When an adjective ends in a final consonant preceded by a single vowel double the consonant and add "er" or "est."	synthesizing applying	A. Write on the chalkboard a list of objects or topics with which the students are familiar. Also, provide them with a list of adjectives. Have them write one sentence using the comparative form and one using the superlative form of an appropriate adjective to describe each of five objects or topics they choose. B. Have students correct a paragraph in which "more" and "most" have been used incorrectly.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.07 use suffixes to form adjectives.	Nouns or verbs may be converted to adjectives by adding suffixes. The suffix denotes the meaning of the adjective. The addition of a suffix sometimes requires a spelling change in the base word.	illustrating	A. Provide students with a list of verbs and nouns and a list of suffixes which may be used to convert the words to adjectives. Have them use these lists to make a "Suffixes and Meanings" chart. (joy + ful = joyful - full of joy).		
		synthesizing, applying	B. Give students five words to which they will add suffixes to form adjectives. Then have them use the new words in a paragraph about a science or social studies topic.		
1.08 use "this," "that," "these," and "those" as adjectives.	"This" and "that" are used with singular nouns and tell "which one." "These" and "those" are used with plural nouns and tell "which ones."	applying	A. Have students write ten sentences using "this," "that," "these," and "those" to describe their favorite foods.		
	"This" and "these" indicate that something is at hand, while "that" and "those" indicate that something is farther away. "Here" should never be used with "this," nor "there" with "that."	evaluating, applying	B. Give students a list of phrases in which "this," "that," "these," and "those" have been used incorrectly. Have them correct the phrases and use them in sentences.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.09 use articles, numerals and indefinite adjectives.	"The," "a," and "an" are called articles. "A" and "an" are used before singular nouns. "The" may be used before singular or plural nouns. "A" is used before words that begin with consonant sounds. "An" is used before words that begin with vowel sounds. "A" and "an" are used to indicate any item in a group. "The" refers to specific items. The indefinite adjectives include "all," "some," "more," "most," "any," "several," "many," "each," "both," and "every." Numerals through ten are usually spelled out in sentences.	identifying applying identifying	A. Have students circle the adjectives that tell "how many" in a list of sentences which include examples of articles, numerals, and indefinite adjectives. B. Have students write five sentences in which they use "a," "an," and "the" two times in each sentence. C. Give students a group of sentences containing numerals. Have them circle the numerals that need to be spelled out.		
1.10 use adjectives to combine sentences.	Short sentences can be combined to make writing more interesting. By selecting the important words in two short sentences, they can be combined through the proper use of adjectives. (Example: A red apple fell from the tree. It was delicious. A delicious red apple fell from the tree.)	applying organizing	A. Have students write five pairs of short sentences. Have them exchange papers and combine each pair by using adjectives. B. Give students pairs of short, choppy sentences about a topic being studied in science. Have them combine each pair by using adjectives.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.11 recognize and use adverbs that modify verbs.	An adverb is a word that modifies a verb, an adjective, or another adverb. Adverbs are used to tell when, where, or how action occurs.	applying	A. Have students write three sentences that tell "when," three that tell "where," and three that tell "how" about a current event.		
	The word "not" and its contraction are adverbs.	identifying	B. Have students circle the adverbs in a paragraph from a magazine or newspaper, and tell whether each adverb answers "when," "where" or "how."		
	Adverbs that modify adjectives or other adverbs tell "how," "how much," or "to what extent."	identifying	C Have students find in a newspaper, a magazine, or a book sentences in which adverbs modify adjectives and other adverbs.		
		identifying, applying	D. Give students a list of adverbs which indicate "to what extent." Have them place each adverb in one of three columns headed "Lesser Degree," "Some Degree" and "Greater Degree." (Example: less -- more -- most; scarcely -- somewhat -- greatly).		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.12 use "good" and "well" correctly.	"Good" is always an adjective. "Well" may be an adjective or adverb. When "well" is used as an adjective, it follows a linking verb.	applying	A. Give students a list of sentences each of which is to be completed by using either good or well.		
		synthesizing	B. Have students write three sentences about a famous person. Have them use either "good" or "well" in a sentence.		
1.13 use the comparative and superlative forms of adverbs.	The comparative form is used to compare two things. The superlative form is used to compare three or more things. For one syllable adverbs, the comparative form is usually made by adding "er." To form the superlative, "est" is usually added. Most multi-syllable adverbs ending in "ly" use "more" and "most" for comparisons. Some adverbs change words to show the comparative and superlative forms.	synthesizing	A. Write the following adverbs on the chalkboard: quickly, gracefully, fast, badly, often, lively, and easily. Have students use the comparative and superlative forms of each in sentences about their favorite sport or physical education activity.		
		applying	B. Have students choose the correct form of an adverb to complete each sentence in a list provided.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.14 use conjunctions.	Conjunctions are words which connect words or sentence parts. The most commonly used conjunctions are "and," "or" and "but."	applying	A. Have students write two compound sentences in which "and" is the connecting word; two in which "but" is the connecting word; and two in which "or" is the connecting word.		
		applying	B. Have students write sentences using the conjunctions "and," "but" and "or" to join two nouns; to join two verbs; to join a noun and pronoun; to join two adjectives; and to join two adverbs.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.15 use prepositions and prepositional phrases.	A preposition relates a noun or pronoun to another word in a sentence. There are approximately 60 prepositions that are used frequently.	synthesizing	A. Give students a list of ten prepositions. Have them use each preposition in a paragraph about something being studied in one of their subject areas.		
		identifying	B. Have students circle the prepositions in a newspaper or magazine article		
	A prepositional phrase begins with a preposition, ends with a noun or pronoun and includes all words between. The noun or pronoun at the end of the phrase is called the object of the preposition. Prepositional phrases may be used as adjectives or as adverbs. They add more detail to sentences by telling "where," "when," "how," or "which."	applying	C. Give students a list of simple sentences containing only a subject and a verb. Have them improve the sentences by adding an appropriate prepositional phrase.		
		applying	D. Have students write ten sentences about a topic being studied in health. Have them use a prepositional phrase in each sentence.		
		identifying	E. Have students read phrases which answer the questions "which," "when," "how," and "where" and identify.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.16 use interjections.	Interjections express feelings or emotions. If the emotion is strong, the interjection is followed by an exclamation mark; if the emotion is not as strong, the interjection may be followed by a comma.	identifying	A. Give students a list of sentences containing interjections. Include examples of strong and less strong emotion. Have them punctuate the sentences.		
		applying	B. Give students a list of interjections and several sentences in which the interjections have been omitted. Have them place an appropriate interjection in each sentence.		
1.17 use direct and indirect objects.	A noun or pronoun that receives the action of a verb is called a direct object. A direct object answers the question "whom" or "what" about the verb. Verbs sometimes have compound objects. A noun or pronoun that tells to whom or for whom an action is done is called an indirect object.	identifying	A. Give students sentences which include direct objects. Have them underline the verb in each sentence. Then have them ask "whom" or "what" after the verb to find the direct object. For example, "The teacher "WROTE" a note." Wrote what? A note. Note is the direct object.		
		illustrating	B. Have students make posters to illustrate sentences which contain direct objects.		
		applying	C. Give students a list of sentences in which a direct object has been omitted. Have them complete the sentences by adding an appropriate direct object.		
		applying	D. Repeat Activity C for indirect objects.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632B1.00 To understand the parts of speech

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.18 use predicate adjectives and predicate nominatives.	A predicate adjective follows a linking verb and describes or tells more about the subject.	applying	A. Give students sentences with the predicate adjectives omitted. Have them fill in their own predicate adjectives.		
	A noun or pronoun that follows a linking verb and tells more about or renames the subject is called a predicate nominative. A predicate nominative is sometimes called a subject complement.	synthesizing	B. Have students write five sentences using predicate adjectives to describe a picture.		
		synthesizing	C. Have students write descriptions of a scenic picture. Have them use a predicate nominative in each sentence.		
		synthesizing	D. Have students write five sentences using predicate nominatives to identify individuals in the school or community. Example: Mr. Harris is our principal.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632C1.00 To understand the use of capitalization

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use rules of capitalization.	In sentences, the first word, the pronoun "I," abbreviations of capitalized words, proper nouns and proper adjectives are capitalized. In dialogue, the first word of a speaker begins with a capital letter.	applying	A. Give students a list of sentences in which rules of capitalization have not been followed. Have them make the necessary corrections.		
		synthesizing	B. Have students write original poems. Have a partner check each poem for capitalization.		
	The first and last words of titles are capitalized. All other words except small words such as "a," "an," "and," "the," "at," "or," and "to" are also capitalized. These rules apply to titles of books, songs, magazines, newspapers, etc.	applying	C. Have students make a simple outline of classroom activities for the day. Have them proofread the outlines for capitalization errors.		
		synthesizing	D. Have students write sentences containing titles related to current topics being studied in the various classes.		
	In addition to the rules for titles and sentences, the first word in each part of an outline should be capitalized.	applying	E. Give students a copy of a business letter in which the rules of capitalization have not been followed. Have them rewrite the letter making the necessary corrections.		
	In most poems, the first word in every line is capitalized. Rules of capitalization for sentences should also be observed.	synthesizing	F. Have students write a friendly letter and address an envelope to some character in a story or book.		
	In the greeting of a letter, only the first word and proper nouns are capitalized. In the closing, only the first word should be capitalized.				

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use periods, question marks, and exclamation marks in punctuating sentences.	A period is used at the end of declarative or imperative sentences. A question mark is used at the end of an interrogative sentence. An exclamation mark is used at the end of an exclamatory sentence.	evaluating	A. Read several sentences to the class, including statements, commands, questions, and exclamations. From a group of cards with the three types of punctuation marks represented, have the students hold up the correct punctuation.		
		synthesizing, evaluating	B. Group the class in pairs. Have each student write a "who," "what," "when," "where," and "why" question about a topic from one of the content areas. Then have the partner write an answer to each question. Have them check one another for rules of punctuation.		
1.02 use periods in abbreviations, initials and titles.	An abbreviation of a word is usually followed by a period. Abreviations for government agencies (TVA, NATO), some well-known organizations (CBS, NBC), combination directions (ENE, NW), and other frequently used terms (mph, hp, dna), do not require periods. Initials and titles are followed by periods.	researching	A. Have students research the literal meanings of some common acronyms (radar, sonar, scuba, e.g.).	BSF Reading 62308	
		applying	B. Have students make a chart showing the traditional and Postal Service abbreviations of the names of the 50 states.	BSF Reading 62308	
		synthesizing	C. Have students write a newspaper advertisement using several abbreviations.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 follow rules for using commas	The uses of commas include: 1) separating items in a series; 2) separating city and state; 3) after the greeting and closing of a friendly letter; 4) separating direct quotations from the rest of a sentence; 5) after the closing of a business letter; 6) separating the monthly date from the year; 7) and setting of introductory words, nouns of direct address, and appositives. Commas indicate a pause and show how ideas are related.	identifying, applying applying, identifying, synthesizing	A. Provide students with a friendly letter from which all commas have been omitted. Have them punctuate the letter. B. Have students write sentences to illustrate each of the uses of commas included in the content.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Grammar/Mechanics

TERMINAL OBJECTIVE: 632D1.00 To understand the use of punctuation

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 punctuate dialogue correctly.	In written conversation, the exact words of a speaker are enclosed in quotation marks. Each time there is a change of speakers, a new paragraph is started. The punctuation at the end of the words of a speaker is placed inside the quotation mark. The first word of a speaker should begin with a capital letter. The words that identify the speaker are called the "speaker tag."	synthesizing applying	A. Have students write an imaginary conversation between two characters from a social studies unit. Have a partner check each dialogue for punctuation. B. Give students a list of sentences which includes some with dialogue and some which relate what someone has said without using dialogue. Have them punctuate each sentence. Example: What are you doing Sarah asked - Sarah asked him what he was doing.		
1.05 punctuate titles correctly.	Titles of books, newspapers, and magazines are underlined when used in a sentence. In print they are in italics. Titles of poems, articles, stories, etc. are enclosed in quotation marks.	synthesizing applying	A. Have students write sentences about their favorite poems, short stories, books, and magazines. B. Give students a list of various titles. Have them use each title in a sentence.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633A1.00 To understand the sound/symbol relationship to spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use the sound/symbol relationship to spell words.	At this level most students have internalized the relationship between sounds and symbols and can use this knowledge to spell words. Sound/symbol relationships at this level will include vowel sounds that are spelled according to regular patterns and those that are not. Both usual and unusual spellings of consonant sounds are included.	analyzing, evaluating	A. Have students list words that have specific similarities to words in the spelling list. Example: Words ending with the same digraph (camp, ramp, jump, bump); Consonant blends (brick, broom, break, brain).	BSF Reading 62202	
		identifying	B. Have students circle various sound symbols in a newspaper or magazine article.	BSF Reading 62202	
		applying	C. Have students use a dictionary to write the respelling of each word in the spelling list.	BSF Reading 62202	
1.02 use the dictionary as an aid in spelling.	Instruction in the use of the dictionary should include: 1) how to use guide words, 2) alphabetizing, 3) use of the pronunciation key, 4) words with multiple meanings, and 5) words used as more than one part of speech.	applying	A. Give students sentences with a word underlined in each. Have them locate each underlined word in the dictionary, and write the meaning that shows the way the word is used in the sentence.	BSF Reading 62202	
		applying	B. Have students use guide words to locate each word in the weekly list in the dictionary.	BSF Reading 62202	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell sixth grade level words.	Students' spelling skills rely on decoding skills and sight vocabulary for success. For the purposes of this guide, we recommend following the program outlined in the basal speller. At this level, many new words will be introduced in content area subjects and can be integrated into the spelling program.	organizing	A. Have students keep a notebook of difficult words. Set up a bulletin board that allows students to add a word from their notebook as they are able to master a word that previously gave them difficulty.	BSF Reading 62201, 62202	
		applying	B. Tell students that some people learn to spell words best by writing them. Have them practice writing their spelling words in different ways such as: 1) in fancy decorated letters, 2) five times in a row without lifting the pencil, and 3) in the middle of a piece of notebook paper. Fold the paper in half and write the word again. Continue to do this as they fold the paper. Open the paper and check spellings.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633B1.00 To understand and spell correctly appropriate grade level words

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 (continued)		applying	C. Tell students that some people learn to spell words best by hearing them. Have them practice spelling their words in ways such as: 1) whisper the spelling 2) tape record the spelling words and spell the words with the recorder as a spelling duet 3) look at the word and spell it. Close your eyes and spell the word five times. 4) sing the word.	BSF Reading 62201	
		applying	D. Tell the students that some people learn to spell words best by seeing and touching the word. Have them practice spelling their words in ways such as: 1) write the word five times using a different way to write it each time. Have them say the letters as they write the words. 2) trace over the letters in the words with the finger.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use a study step plan to spell words.	Study step plans are varied. A good study step plan helps visual, auditory, or tactile learners. Some students may have several of the sensory learning styles. As part of the learning process students should be aware of the method that works best for them. Some students will reach this level of awareness early in their school programs while others take a longer time to realize how they learn best. The study step method in the student's basal speller can provide structure for learning. The emphasis in this objective is not to point out that one study step plan is recommended over another but that a plan in itself is important.	applying	A. Have students copy a study step plan such as the following: 1. look at the word. 2. pronounce it. 3. say the letters in the order they occur. 4. repeat the letters in sequence with the eyes closed. 5. write the word without looking at it 6. check the word for correct spelling.		
		evaluating	B. Have students use the study step plan to study their weekly words. Have them discuss how the plan helped them learn the words.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633C1.00 To understand the roles of study steps and proofreading in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 proofread for errors.	A complete proofreading checklist is provided in the Language Arts Composition strand 634F1. The emphasis of this objective is to make students aware that proofreading for errors in spelling is a valuable tool in the spelling process. Proofreading for spelling errors involves checking for: 1) correct letter sequence, 2) capitalization and punctuation where applicable, 3) correct prefixes and suffixes, and 4) letter omission.	identifying, applying identifying, applying	A. Provide students with a paragraph containing several misspelled sixth grade level words. Have them correct each misspelled word. B. Give students a sheet containing words listed in groups of four with one misspelled word in each group. Have them proofread to find the misspelled word in each group.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 spell nouns, verbs, adjectives, and adverbs.	Students have already been introduced to rules for spelling plurals, possessives, compound words, words with prefixes, words with suffixes, and contractions. The purpose of this objective is to reinforce skills previously introduced.	illustrating	A. Have students make a chart showing the singular and plural of nouns that have unusual plural forms. Example: mouse-mice; ox-oxen.	BSF Reading 62202, L.A. 632B1	
		identifying, applying	B. Give students a list of common compound words the meanings of which can be determined by separating the two parts. Have them make a chart to show these meanings. Example: anything means any thing.		
		evaluating	C. Give students a series of sentences which contain some possessive nouns spelled correctly and some spelled incorrectly. Have them correct the misspelled nouns.	L.A. 632B1	
		illustrating, applying	D. Give students a sheet containing a list of prefixes and a list of base words. Have them make a chart showing new words and their meanings. Example: re + new = renew - to make new again.		
		applying	E. Have students use base words and suffixes to form new words. Ask them to write those words in sentences.		
		synthesizing	F. Give students words which can be formed into contractions. Ask students to create contractions from these words in this manner: was + not = wasn't. Check papers for correct spelling as well as form.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633D1.00 To understand the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use contextual clues to determine correct spelling.	Aids to meaning include word elements such as prefixes and suffixes, experience clues, familiar expressions, substitute words, and accompanying pictures, charts, or diagrams. Such clues are especially important in determining correct homophone spellings.	synthesizing, applying	A. Read to students sentences containing homophones. Have them write the correct spelling based on the context.	BSF Reading 62106	
		applying	B. Give students a list of sentences in which a correct spelling must be selected to fill in a blank in each. Example: The (principle, principal) asked me to come to the office.	BSF Reading 62106	

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Spelling

TERMINAL OBJECTIVE: 633D1.00 To understad the roles of word meaning and word building skills in spelling

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 spell words that have multiple meanings.	Words that are spelled the same but have different meanings are called homographs. They sometimes have different pronunciations (con'tract-con-tract'). The pronunciation may also indicate the part of speech.	applying	A. Give students a list of sentences each of which contains a word that has more than one meaning. Have them find the correct definition of each of these words in a dictionary.	BSF Reading 62106	
		applying	B. Give students a list of homographs. Have them write sentences which show the various meanings of each homograph.		
1.04 use syllabication as an aid in spelling.	Syllabication is an aid in learning to spell. Each syllable has one vowel sound. The various syllable patterns which were introduced at earlier grade levels should be reviewed. At this level the pattern for two vowel sounds between two consonants (CV/VC) is introduced. When this pattern occurs in a word, it is divided between the two vowels (carrier = car'ri-er; usual = us'u-al). The basal speller should be used to teach various rules regarding the relationship of vowel sounds and stress to spelling.	identifying	A. Give students a list of words including some with each of the syllable patterns. Have them circle the words that follow th CV/VC pattern.		
		applying	B. Have students divide each word in the spelling list into syllables. Have them underline the stressed syllables and circle the unstressed syllables.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634A1.00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 expand basic sentences.	Basic sentences may consist of only: 1) a noun or pronoun and a verb, 2) a noun or pronoun and a linking verb followed by a noun, 3) a noun or pronoun and a linking verb followed by an adjective. Basic sentences may be expanded by adding adjectives, adverbs, or prepositional phrases.	analyzing	A. Have a student write a basic sentence on the chalkboard. Ask various students to suggest an adjective, adverb, or prepositional phrase with which to expand the sentence.	L.A. 632B1	
		synthesizing	B. Give students a list of basic sentences about a current topic of study in one of the content areas. Have them expand each sentence, giving more information about the topic. (Example: Photosynthesis is change - Photosynthesis is a chemical change that produces food in green plants.)		
1.02 identify subjects of imperative and interrogative sentences.	The subject of imperative sentences is understood to be "you." The subject of an interrogative sentence is determined by rearranging the sentence to make a statement (Is he ready? - He is ready.)	applying	A. Describe an imaginary setting to students. Have them write three imperative and three interrogative sentences about that setting. (Example: You are in a plane when a severe storm occurs.) Have them identify the subject of each sentence.		
		applying	B. Write several questions on the chalkboard. Have students change each question to a statement. Then, have them identify the subject of each sentence. (This could be very effective as an oral drill)		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634A1.00 To understand the elements of a complete sentence

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.03 identify subjects of sentences beginning with "here" or "there."	When a sentence begins with "here" or "there," neither of these words is likely to be the subject. (Exception: "Here" and "there" refer to location. "Here" and "there" is the compound subject). The simple subject of sentences beginning with these words can best be determined by asking, "Who or what is here or there?"	applying identifying	A. Have each student write five sentences beginning with "here" and five beginning with "there." Have a pa.tner underline the simple subjects of each student's sentences. B. Have students find "here" and "there" sentences in a newspaper or magazine article. Have them circle each subject.		
1.04 use negative words correctly.	Common negative words include: no, not, never, nothing, none, nobody, and nowhere. Negatives can reverse the meanings of sentences. Only one negative word should be used if a sentence is to mean "no." A double negative is always incorrect. Double negatives may sometimes be corrected by simply removing one negative. In other cases, the correction can be made by using a substitute word. Example: Wrong - I don't never make mistakes in grammar. Right - I don't ever make mistakes in grammar.	synthesizing, applying applying	A. Have students write a list of rules covered in one of their subject areas (first aid in health, or safety in working with electricity in science, for example). Have them use a negative in each rule. B. Give students pairs of words, one of which is negative and the other an appropriate substitute. Have them use each word correctly in a sentence. Example: no - any; I have no homework today. I don't have any homework today.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634B1.00 To understand paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 identify the parts of a paragraph.	A paragraph consists of a group of sentences which relate to one idea. The sentence which states the main idea is called the topic sentence.	applying	A. Have students copy the topic sentences from several major paragraphs in the current science or social studies unit.	BSF Reading 62117 L.A. 635A1	
	The sentences which give additional information about the main idea are called detail sentences. Although the topic sentence may come anywhere in the paragraph, it is often the first sentence. The first line of a paragraph should be indented.	synthesizing, applying	B. Write a topic sentence on the chalkboard. Have students copy the sentence and add four supporting sentences.		
		applying	C. Give students four or five detail sentences and have each of them write an appropriate topic sentence.		
1.02 distinguish between relevant and irrelevant information in a paragraph.	Each paragraph must contain a sentence which states the main idea. Each of the other sentences must be related to the main idea. It is possible for a sentence to be about the same topic but not relate to the main idea. Such a sentence is irrelevant and should not be included in the paragraph.	identifying, applying	A. Give students a paragraph containing several sentences which are not relevant. Have them draw a line through the irrelevant sentences. Then have them rewrite the paragraaph omitting the irrelevant information.	BSF Reading 62116, 62117	
		identifying	B. Have each student write a paragraph in which one sentence does not support the topic sentence. Have them exchange papers and underline the irrelevant sentences.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634B1.00 To understand paragraph organization and development

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 sequence correctly the sentences in a paragraph.	The order of the sentences in a paragraph is determined by the nature of the topic. For paragraphs that explain or give directions, sentences should be in step-by-step order. In paragraphs about events, sentences are usually sequenced by time.	applying, synthesizing	A. Have students read a subtopic within the current unit of study in their social studies textbook. Have them write a brief summary paragraph which places in order the events covered in the subtopic.	BSF Reading 62112, 62117	
		sequencing, applying	B. Give students a paragraph in which the sentences are out of order. Have them rewrite the paragraph, putting the sentences in proper sequence.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634C1.00 To understand the elements of style in written composition

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 write poems.	Patterns of rhyme and rhythm vary in poems. Rhyme is the repetition of sounds at the ends of words. Rhythm refers to the beat of long and short or hard and soft sounds.	synthesizing	A. Give students an easy word such as "tree," and have them list as many rhyming words as they can. Then have them write two lines that rhyme, using the words from their lists.	BSF Reading 62405	
	A poem written in free verse does not rhyme. Neither does it follow a set rhythm pattern. Free verse is more along the lines of normal speaking.	synthesizing	B. Have students write rhyming poems at least two stanzas in length about favorite foods, sports, places, etc. Read some of the poems aloud, and have the students tap out the beat by clapping their hands, using a pencil, etc.	BSF Reading 62401	
		synthesizing	C. Have each student describe a favorite season of the year using free verse form.	BSF Reading 62401	
		synthesizing	D. Have students write ten free verse lines about the place where they live.	BSF Reading 62401	

The learner will: 1.02 write descriptive and explanatory paragraphs.	Descriptive paragraphs may be written about people, places, or things. Vivid words are needed to help present a picture of what the writer sees, hears, feels, etc. Explanatory paragraphs may give information about events or processes; provide directions or instructions; or summarize. Sequence is especially important.	comparing, synthesizing	A. Have students copy on index cards verbs and adjectives for which more descriptive substitutes can be identified. Have them list substitute words for each verb and adjective. Example: bad - disastrous, terrible, threatening; saw - glimpsed, detected, perceived.
		synthesizing	B. Have students write a descriptive paragraph about a plant or animal studied in science.
		sequencing	C. Have students write a paragraph explaining how to make chocolate fudge, how to build a birdhouse, or some similar topic.
		sequencing	D. Have students write a paragraph explaining the first aid steps to be taken in a particular emergency situation.

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634D1.00 To understand creative expression through writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 formulate ideas.	The emphasis in this objective is on the prewriting stage of composition. Ideas for written composition may be original or gathered from other sources. Brainstorming, freeform writing, imagining, questioning, talking with others, and reading are some ways of forming and developing ideas for writing. The ideas that are formulated can then be organized in written form for composition activities.	synthesizing, applying	A. Have students brainstorm various topics of interest, and list ideas for written composition. Have each student select an idea and write suggestions for expanding it creatively. (Suggestions might include descriptions of characters, possible settings, etc.)		
		synthesizing, applying	B. Have students engage in freeform writing for a specified time periods. Have them write whatever thoughts occur relative to some topic.		
		applying	C. Have students peruse resource materials and list ideas for written composition. This would be an appropriate library activity.		
1.02 write a story.	This objective will probably involve writing more than one paragraph, and is applicable to any of the types of stories relevant to this level (fables, tall tales, science fiction, etc.). Instruction should include: 1) the setting which must give sufficient detail about the location to make the story come alive; 2) the plot which includes the introduction, development, climax, and conclusion of a problem or event; 3) the characters which may or may not be human beings.	synthesizing, applying	A. Have students write stories about topics they select. Have them identify the various parts covered in the content by writing each with a different color pen or pencil, or by highlighting them in different colors.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 write letters and address an envelope.	The parts of a friendly letter may need to be reviewed. A friendly letter should be about topics of interest to both the writer and the person to whom it is written.	synthesizing	A. Have each student write a letter to a friend telling about a recent topic of study in a favorite subject and address the envelope for the letter.		
	A business letter consists of the heading, inside address, greeting, body, closing, and signature. The types of business letter covered at this level will include letters of request, order letters, and letters of complaint. Instruction should include the differences between business letters and friendly letters, including writing style and punctuation.	evaluating	B. Have students rewrite a poorly written letter of complaint. The letter to be corrected should contain irrelevant information and discourteous statements.		
		synthesizing	C. Have students write letters requesting information about a topic of study in one of the content areas.		
		applying	D. Display a model of a correctly-addressed envelope. Have the students address several envelopes of various standard sizes.		
	The parts of an addressed envelope are the return address which is placed in the top left corner, the mailing address which is placed in the approximate center, and the stamp which is placed in the upper right corner. Instruction should emphasize the importance of neatness and legibility.	applying	E. Have students address envelopes for the purpose of mailing letters written in one of the preceding activities.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Compostion

TERMINAL OBJECTIVE: 634E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 write clear directions.	Directions are given to be followed, and must be stated clearly. Proper use of words which establish time order is essential for correct sequence in directions. Words such as "first," "second," "next," "then," etc. are helpful. Directions must also include words that make clear "which way" and "how far" (go north three blocks, for example).	applying	A. Give students a simple map. Have them use the map to write directions to a point you designate.	BSF Reading 62310, 62112	
		applying	B. Give students a map of the constellations. Have them use the map to write directions for a space traveler to reach a designated point.	BSF Reading 62310	
1.03 use note-taking skills.	Note-taking is a means of gathering information. Notes should provide answers to "who," "what," "when," "where," "why," and "how" questions. Notes need not be written in complete sentences. Note cards are most appropriate for gathering information from multiple sources. Each source, including title, volume, author, and page number should be identified.	applying	A. Have students select a topic from any current unit of study. Have them complete note cards with information from three or more sources. Specific questions to be answered should be written on the cards.	BSF Reading 62306, 62308, 62304	
		applying	B. Have students take notes on the chapter currently being studied in social studies.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 write an outline.	An outline is a means of organizing information. It includes a title, main topics, subtopics, and details. Roman numerals are used to designate main topics, and upper case letters identify the subtopics. Arabic numerals are used for the details. Phrases rather than complete sentences are used in outlines. Example: Title I. Main Topic A. Subtopic 1. Detail	applying	A. Give students information to be put in correct outline form. For example, have them center the title, capitalize the first word of each topic or subtopic, indent the subtopic, etc.		
		applying	B. Give students an informational paragraph and have them put it in outline form.		

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LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634E1.00 To understand functional writing

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 write a report.	A report is a presentation of information about a particular topic. The following are steps which help in preparing a report: 1) Select a topic. 2) Decide what information is desired (Specific questions to be answered should be listed). 3) Find the facts to be included in the report (This will involve use of the library). 4) Take notes. 5) Make an outline from the notes. The outline should be used as a basis for developing the written report into paragraph form. The title of the outline will be the title of the report, and each main topic will be the basis for a topic sentence. The subtopics and details are expanded into sentences. The report whoud be concluded with a summary paragraph.	applying	A. Have students prepare written reports from the outlines made in Activity 1.04A or 1.04B.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Writing

GOAL: 63000 Understanding and utilizing written communication

STRAND: Composition

TERMINAL OBJECTIVE: 634F1.00 To understand revision and proofreading skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use proofreading and editing skills.	Any written material should be edited to insure that the content is what was intended by the writer. This involves checking to make sure that sentences are correctly written and in proper sequence. Editing also involves checking for a better choice of words. Proofreading is necessary to check for errors in spelling, grammar, punctuation, and capitalization.	applying	A. Have students proofread and edit the written reports in Terminal Objective 634E1.05, Activity A. Then have them prepare the report in its final form.		
		applying	B. Have students proofread and edit a newspaper article. Then have them rewrite the article.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use critical thinking skills.	The following critical thinking skills have been previously introduced and used: describing observations, asking questions to gather information, classifying, making generalizations, determining cause and effect, using problem-solving techniques, and making judgments. The purpose of this objective is to reinforce previously introduced skills.	applying	A. Have students look at specimens under a microscope. Have them write descriptions of their observations.		
		applying	B. Have students observe a series of cartoon frames which contain pictures only. Have them write captions for each frame.		
		applying, analyzing	C. Read a mystery story to the class, but stop prior to the conclusion. Have the students try to solve the mystery by asking questions.	L.A. 637C1	
		classifying, labeling	D. Give students pairs of words and have them label each as either "generic" or "specific." Example: trout (specific); fish (generic); facial tissue (generic); Kleenex (specific).		
		synthesizing, applying	E. After a study of the caste system, have students make generalizations about the rights of human beings.		
		identifying	F. Have students find examples of cause-and-effect in their current science and social studies units.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use critical thinking skills. (continued)			G. Have students collect information on a topic about which there are two opposing views. Have each student make a judgment concerning the two positions and give reasons for the judgment.		
			H. Have students brainstorm problems Plato might have had. Then have them describe possible solutions to the problems. This activity can be adapted to include any of the leaders of ancient Greece.	S.S. 641B3	

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SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.02 use inductive reasoning.	Inductive reasoning is a thinking process through which pieces of information are assembled logically in order to reach a conclusion. This type of critical thinking is applicable to all fields of knowledge. Instruction should include opportunity for students to analyze how they reason inductively in various studies and in every day living.	reasoning, synthesizing	A. Give students information about oral hygiene and show them examples of teeth that have been cared for properly and improperly. Have them list necessary standards to ensure good oral hygiene. Using the list, have students evaluate their hygiene habits and draw conclusions about these habits. Then have them determine if any changes in their habits are necessary.	BSF Reading 62124 He. 661H2	
1.03 use deductive reasoning.	Deductive reasoning begins with a global concept from which specific conclusions are reached. Unlike induction, deduction means reasoning from the whole to the part, or from the universal to the individual. At this level, students should begin to arrive at concrete applications or consequences of general principles. Example: Monkeys are animals. The Rhesus is a type of monkey. The Rhesus is an animal.	reasoning, synthesizing	A. Have students use deductive reasoning to reach conclusions related to atomic and molecular structure in science. Example: A molecule contains two or more atoms. Each atom contains protons, electrons, and neutrons. Therefore, molecules contain protons, electrons, and neutrons.	BSF Reading 62124	
		identifying	B. Have students find examples of conclusions reached through deductive reasoning in health and in mathematics.	BSF Reading 62124	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 recognize propaganda techniques.	Propaganda is an organized effort to promote ideas and to influence the thinking of people. Propaganda sometimes gives information that is accurate, but often includes inaccurate statements. Recognition of propaganda techniques will help to avoid being misled. Among the common techniques used are: 1) the bandwagon approach which promotes the idea of doing something in order to be like everyone else (Most people choose Pick-of-the-Crop Peanut Butter). This technique is based upon the belief that most people prefer to go along with the crowd rather than think for themselves. 2) the testimonial which is also founded on the notion that people generally don't think for themselves, and are expected to accept the opinion of some famous person (Burt Reynolds says, "The only way to go is in a Ford"). 3) loaded words which play upon the hopes and fears of people (Is UNWANTED "B.O." chasing away your friends? Use "Smell Sweet" deodorant).	classifying analyzing, discussing, listening	A. Have students find examples of various propaganda techniques in newspaper and magazine advertisements. Have them make a bulletin board of some of their favorites. B. Have students bring to class three examples of propaganda techniques heard on radio or television. Have them share the examples in class.	BSF Reading 62135, 62140 BSF Reading 62137	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635A1.00 To develop critical thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.05 make analogies.	An analogy is a statement that shows the relationship between two pairs of things or ideas. Various types of relationships can be shown by analogies. These include synonyms, opposites, child-and-adult, category-and-example, part-and-whole, and worker-and-tool. Analogies are sometimes written in abbreviated form (Hot is to cold as hard is to soft may be written - hot:cold :: hard:soft).	synthesizing, applying	A. Have students make analogies about five opbects in the school. Example: chalk:chalkboaard::pencil:paper.		
		synthesizing, applying	B. Have students write analogies that represent each of the following relationships: 1) child-and-adult (lamb:sheep :: puppy:dog); 2) synonyms (fast:swift :: large:huge); 3) opposites (dark:light :: good:bad); 4) part-and-whole (toe:foo:: finger:hand); 5) category-and-example (color:green :: reptile:snake); 6) worker-and-tool (carpenter:hammer :: artist:brush).		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 brainstorm ideas.	The purpose of brainstorming is to provoke thoughts. Each person in a group tries to give as many ideas as possible in "rapid fire" order. No thought is given as to how good or how bad an idea may be, and suggestions are not discussed. Nothing is done to stop the flow of ideas. An individual can also brainstorm to get ideas about a topic of interest. This would involve the "jotting down" of ideas as they come to mind.	comparing synthesizing	A. Have the class suggest the similarities and differences of two geographical regions studied in social studies. Write each idea on the chalkboard. B. Have students list ideas for special written projects associated with a current unit of study in science. Then have each student choose a topic on which to write rather than having a topic assigned by the teacher.		
1.02 recognize and use imagery.	Imagery is a means of writing so as to appeal to the senses. Words are used to create images that cause the reader to see, hear, smell, taste, or feel. These "word pictures" are used in both prose and poetry, and increase the interest of the reader.	applying identifying, applying	A. Have students write several sentences about their favorite foods or pets. Ask that they include some sensory image in each sentence. Example: "My puppy is a white, nerf volleyball when he sleeps." B. Have students locate examples of imagery in poems or stories in their reading or literature textbooks. Have them copy examples that appeal to each of the senses.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Thinking and Organizational Skills

TERMINAL OBJECTIVE: 635B1.00 To develop creative thinking skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 recognize and use similes and metaphors.	Similes and metaphors are figures of speech which create vivid word pictures. They usually compare things that are very different. A simile is a comparison made by using the word "like" or "as." (They fought like cats and dogs) A metaphor makes a comparison by implying that one thing is another. (He is a tiger when he's angry)	identifying, applying	A. Give the students a list of similes and metaphors. Have the students identify each as either a simile or metaphor.	BSF Reading 62404	
		applying	B. Have the students write five sentences using similes and five sentences using metaphors.	BSF Reading 62404	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 636A1.00 To understand the use of listening skills in gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 listen actively.	Students need to be given listening activities which will encourage them to use their listening skills to: 1) follow directions, 2) formulate sequence, 3) predict, 4) answer questions, 5) identify the main idea, 6) draw conclusions, 7) collect facts and opinions, and 8) gather information.	applying, synthesizing	A. Have students work in pairs. Give one member of each pair several geometric shapes on cards. The first partner should then give directions for their partner to follow in order to duplicate each shape.		
		comprehending, identifying	B. Read a passage or story to the students and have them listen for the order in which the events took place. Have the students tell what happened immediately after a certain event.		
		analyzing	C. Read a passage or story to the students and have them listen for the order in which the events occur. Stop at several points in the selection and ask students to write down what they think will happen next. As you continue to read, have students listen to see if their predictions were correct.		
		synthesizing, recalling, questioning, evaluating	D. Show students a picture about a selection. Have them write down several questions about the picture. Instruct them to listen for the answers to their questions as you read the passage or story. Read the selection again and have students check their answers.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 63A1.00 To understand the use of listening skills in gathering information

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 listen actively. (continued)		identifying, synthesizing, evaluating	E. Read a simple passage that includes a statement of the main idea of a selection from any content area such as social studies, health or science. Ask students to listen for the main idea. Have them write the main idea for the selection. Read the paragraphs again and discuss the main idea. Have students compare their answers with the main idea discussed.		
		applying, analyzing, synthesizing	F. Invite a guest speaker to talk to the class about any topic of interest. Have students listen for facts. After listening to the speaker, have students write three facts about the topic the speaker discussed. Then have them write their opinion of the speech.		
		analyzing	G. Read a simple selection to the class. All questions the students will be required to answer will be inferential instead of factual. The answers will be conclusions drawn from the information inferred in the selection.		
		applying, synthesizing	H. Provide a listening center with taped selections from science or social studies. Have the students summarize what they have heard.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 636B1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 use listening skills to appreciate literature.	Literature includes well-written poems, stories, and books. The types of literature presented should be varied and allow for a wide range of student interests. The emphasis of this objective is on literature received by listening.	comprehending, applying, synthesizing	A. Identify the various sections of the library for the class and have them select a story of interest. Have them write down the title and author of the book. Then have them write a television ad about the book convincing others to read it. As students listen to the ads, have them keep a list of the books they might be interested in for future library visits.	BSF Reading 62102	
		applying	B. Provide a listening center with taped stories and poems where the students can work on their own.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 636B1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use listening skills to interpret imagery and mood.	As an outgrowth of the listening process, images are formed as information is gathered. We use our imaginations to visualize a character or scene, based upon the information we receive. The information also enables us to set a mood based upon our feelings about the characters or events.	analyzing synthesizing	A. Read a poem or story to the students and have them describe their feelings at certain points in the selection. B. Using the story or poem in Activity A, have the students draw a picture of the image or images they received.		

OBJECTIVES				CROSS-REFERENCE
The learner will: 1.03 use listening skills to distinguish between reality and fantasy.	Facts are true statements and can be proven. Books and stories based on facts tell about things that can happen in reality. Fantasy is based on imagination and is not a true picture of reality.	identifying, comprehending evaluating	A. Read several sentences to the class and have them identify whether the sentence is reality or fantasy. B. Read a tall tale to the class. Discuss the story and have students make a list of things in the story that could have happened in reality and a list of events that were fantasy. Have them categorize the story based on the list.	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Listening Skills

TERMINAL OBJECTIVE: 636B1.00 To develop an appreciation of literature through the use of listening skills

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 use listening skills to identify literary forms.	At this grade level, identification of literary forms should include fairy tales, folk tales, poetry, and plays. Other forms of literature can be included at the teacher's discretion.	analyzing, comprehending	A. As students are exposed to a variety of literary forms, have them keep a list of literary favorites in each category. A listening center could be used to give students more opportunities to hear many types of literature.	BSF Reading 62104	
		evaluating	B. Give students a form with the following information to be used at the listening center: (1) title; (2) type of literary form; (3) date listened to; (4) reaction.		
		comprehending	C. Pick a literary form of the week in a designated day, have students work in groups to share favorite examples of literature.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expressing

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637A1.00 To understand the relationship between vocabulary development and oral communication

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 build vocabulary through the use of blended words, synonyms and antonyms.	Oral communication can be improved through the use of blended words, antonyms, and synonyms. Blended words are formed by combining parts of two words (breakfast + lunch = brunch). Synonyms are words with similar meanings. Antonyms are words with opposite meanings.	applying	A. Have students participate in a group discussion in which they must use these blended words: newscast, motorcade, smog, cablegram, telethon, and cheeseburger. (A different list of blended words could be used).		
		applying	B. Give students a paragraph with various words underlined. Have them rewrite the paragraph, using a synonym for each underlined word. Then have them write the paragraph again, using antonyms for the underlined words. Have the students read their paragraphs aloud in class.		
1.02 build vocabulary through the use of prefixes and suffixes.	A prefix is a letter or letters added at the beginning of a word. A suffix is a letter or letters added at the end of a word. Understanding the meanings of prefixes and suffixes can greatly increase vocabulary, and improve oral communication. Instruction should include all prefixes and suffixes appropriate to this level. The use of suffixes in forming adjectives is especially important to vocabulary building.	role-playing, applying	A. Have students work in pairs. Have each pair role play a telephone conversation in which they are required to use words containing specified prefixes and suffixes.	L.A. 633D1 BSF Reading 62202	
		applying	B. Give students a list of nouns and suffixes. Have them write sentences containing adjectives formed by adding an appropriate suffix to a noun. Have them read their sentences aloud in class.	BSF Reading 62202	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.01 use subject-verb agreement.	The subject and verb in a sentence must agree in number. When the subject is a singular noun or the pronoun "he," "she," or "it," a present tense verb agrees by ending in "s." Plural verbs usually do not end in "s." When compound subjects are joined by "and," the verb is usually plural. Occasionally, such a compound subject requires a singular verb (The inventor and operator of the new machine is a native of Tennessee). When the parts of a compound subject are connected by "or," "either/or," or "neither/nor," the verb is sometimes singular and sometimes plural. When one part of the compound subject is singular and the other plural, the verb agrees with the subject nearest to it. When both subjects are singular, the verb is singular. When both subjects are plural, the verb is plural.	applying, evaluating	A. Have students divide into groups and tell about a favorite movie or book. Have the group evaluate the speaker for subject-verb agreement. This activity can be tape recorded for self-evaluation.	L.A. 632B1	
		applying, evaluating	B. Give each student a subject and have him/her give a sentence orally about the subject. Have the class write down the subject and the verb of the sentence and check the sentence for agreement.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use irregular verbs in oral communication.	Irregular verbs are verbs for which the past and past participle are formed in some way other than adding "ed." The list of irregular verbs is quite lengthy at this level. Many irregular verbs can be grouped by patterns. For some the past participle is formed by adding "n" to the past tense. For another group, the past participle is formed by using a helping verb with the present tense. For others the past participle is formed by using a helping verb with the past tense. Instruction should encourage memorization.	verbalizing, applying	A. Have students work in groups of three to learn the principal parts of irregular verbs. Have one student give the present tense, a second respond with the past tense, and the third give the past participle.		
		verbalizing, applying	B. Have students respond with the correct part of a troublesome verb to complete a sentence as you read it. The sentences should include such verbs as "go," "do," "throw," "blow," "am," and "grow."		
		synthesizing, identifying	C. Have students write a script for a television commercial, weather show, sports report, or newscast, and underline each irregular verb. Have them present their scripts orally.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 use pronouns in oral communication.	The pronouns "I," "we," "you," "he," "she," "they," and "it" may be used as the subjects of sentences. The pronouns "me," "us," "you," "him," "her," "them," and "it" may be used as objects of verbs or prepositions. When a person speaks about self and someone else, the other person should be named first in the sentence. Instruction should also include possessive pronouns such as "my - mine," "our - ours," "his," "her - hers," "your - yours," "their - theirs," and "its."	applying	A. Have students respond orally to questions with answers that have pronouns as subjects. (Example: "What movie did Ted see?" He saw Rocky IV.")		
		applying	B. Have students write a paragraph containing sentences with pronouns used both as subjects and as objects. Have them read their paragraphs orally in class.		
		applying	C. Have students orally read pairs of sentences which use pronouns to show ownership in two ways. (Example: "That is my coat." - "That coat is mine.")		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will:					
1.04 use negatives correctly.	The most common negative words are "no," "never," "not," "none," "nobody," "nowhere," and "nothing." Only one negative word is used if a statement is to mean "no."	recognizing, applying	A. Read incorrectly-worded negative sentences to the class. Have individual students correct each sentence orally. Teacher says: "She doesn't have no lunch today." Student responses: "She doesn't have any lunch today." or "She has no lunch today."		
		applying	B. Have students write paragraphs about something they dislike. Ask that they make at least three negative statements in the paragraphs. Have them read their paragraphs orally in class.		
1.05 use comparative and superlative adjectives in oral communication.	The comparative form of adjectives compares two persons, places, things, etc. The superlative form compares three or more persons, places, things, etc. Instruction should include special attention to troublesome words such as "good" and "well," and adjectives that require the use of "more" or "most."	recognizing	A. Read a list of sentences in which "good" and "well" are sometimes used correctly and sometimes incorrectly. Have students raise their hands each time you read an incorrect sentence. Then ask a student to restate the sentence correctly.		
		recognizing, applying	B. Read a paragraph in which adjectives that require "more" and "most" and the comparative and superlative degrees are used incorrectly. Have students raise their hands each time they hear an adjective used incorrectly. Have individual students restate each incorrect sentence by using the correct form of the adjective.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637BI.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 use comparative and superlative adverbs in oral communication.	When one action is compared to another the "er" form of the adverb is used. Most adverbs ending in "ly" are made comparative by placing "more" before the adverb. When one action is compared to all other actions, add "est" to form the superlative. For adverbs ending in "ly" the word "most" is usually placed before the adverb to form the superlative. Special attention should be given to irregular adverbs such as "well," "badly," "much," and "little."	applying	A. Give students a list of adverbs and have them write the comparative and superlative forms of each. Then have them make oral statements in which the two forms of each adverb are used. This activity might be done by having the students work in pairs.		
		recognizing, identifying	B. Form the class into two teams to play adverb tennis. A player on one team "serves" an adverb and says either "comparative" or "superlative." A player on the other team responds accordingly. If a wrong response is given, the "serving" team gets a point. If the correct answer is given, the other team serves. A team scores only when serving. The teacher should designate the number of points required to win the game.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637B1.00 To use standard English in communicating effectively

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.07 use prepositions in oral communication.	A preposition is a word which relates a noun or pronoun to another word in a sentence. A preposition is a word which shows the relationship of a noun or pronoun to another word in a sentence. The noun or pronoun that follows a preposition is the object of the preposition. There are approximately sixty prepositions which are used frequently in both oral and written communication. Among the most commonly used prepositionns are "in," "to," "from," "for," "with," " on," "by," "at," and "of." Instruction should include attention to the correct usage of "in" and "into" (He is in the room. He went into the room). Also, the mistake of using "of" as a helping verb should be covered ("might have" rather than "might of, " for example).	applying	A. Read a series of simple sentences to the students and have them add a prepositional phrase to each. Include some sentences in which they are required to use "in" or "into." Example: Jane was the first to dive "into the water." Jane was swimming "in the water."		
		role-playing, recognizing	B. Have students work in pairs to role play telephone conversations. Have each partner make a note of the prepositions used by the other.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.01 communicate oral directions clearly.	Giving oral directions clearly requires thought and practice. It is necessary to be as brief as possible, but complete. All essential details must be given, but too many details may be confusing. It is important to use directional words such as "north or south," "left or right," "across," "up," and "down." Giving landmarks and house or building numbers is important. Clear directions also require that steps be given in order.	applying applying applying	A. Have each student communicate to a partner the directions for drawing a particular shape or design. The name of the shape or design should not be given (square, hexagon, cloverleaf, for example). B. Have students give directions for doing a specific thing, such as playing a card game or solving a puzzle. C. Have students work in pairs, giving each pair a map. Have each member of the pair give oral directions to a particular destination on the map.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.02 use telephone skills.	Students at this level should be introduced to the telephone directory as a means of finding numbers and information. They should be able to find numbers, make a call, and deliver any information correctly. Listening and speaking skills are essential to effective use of the telephone. The following are important rules to remember: 1) Identify yourself when your call is answered. 2) If your party is not there and you wish to leave a message, be brief, polite, and clear. 3) When taking a message for someone, write down all necessary information.	applying, role-playing applying, role-playing	A. Have students locate emergency phone numbers in the telephone directory and tape record a simulated emergency phone call. B. Have students locate the telephone number for a local business or industry. Then have them tape record a simulated conversation for a specific purpose (information concerning job openings, placing an order, etc.).		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.03 make effective introductions.	The important elements of a good introduction are to say each person's name clearly, and to say something about each person. The mention of common interests of the two people will make it easier for them to converse. When someone is introduced to you, it is helpful to repeat the person's name to help you remember it. If a name is not clear, ask that it be repeated. It is important to look at the person to whom you are being introduced.		A. Have students practice making introductions by role-playing a variety of situations. Examples: 1) Imagine that you have just moved to the neighborhood. Introduce yourself to a group of peers at the bus stop. 2) A new boy has just moved here from England. He played on a Little League soccer team there. Introduce him to your baseball coach.		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.04 use oral expression to participate in a discussion.	A discussion involves sharing ideas and information on a specific topic. Guidelines for effective participation include: 1) knowing something about the topic or purpose of discussion; 2) making comments or asking questions that keep the discussion on the topic; 3) listening carefully to what others say; 4) supporting opinions with facts; 4) being polite when disagreeing with someone; 5) helping reach a decision.	applying evaluating	A. Divide the class into groups of five or six. — Have each group discuss an assigned topic of interest. Require that each member of the group ask at least one question and make at least one statement. B. Have students evaluate the discussion according to the following questions: 1. Did everyone stick to the topic? 2. Was anyone interrupted? 3. Did everyone listen when others were speaking? 4. Did I share my ideas effectively? 5. Did anyone share anything of interest to me?		

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.05 use oral expression in making a presentation.	An effective oral presentation requires careful planning and organization. The planning should include selection of an appropriate topic, preparation of note cards, and sufficient practice in giving the presentation. The use of visual illustrations will add interest. Important rules of speaking include: 1) speak clearly by pronouncing words correctly and by enunciating syllables and endings; 2) speak loudly enough, but don't shout; 3) avoid using "er," "ah," "um;" 4) don't speak too fast or too slowly; 5) use feeling and expression in the voice; 6) be aware of body language. Oral presentations at this level might include book reports, project reports, or persuasive speeches.	applying evaluating	A. Have students prepare a report for oral presentation. (See composition strand for report content.) Have students present the report to the class. B. Have students evaluate their oral presentations in terms of the rules for effective speaking.	L. A. 634E1	

LANGUAGE ARTS - GRADE 6

SUBJECT AREA: Thinking and Expression

GOAL: 63000 Understanding and utilizing thinking skills and creative expression

STRAND: Oral Communication Skills

TERMINAL OBJECTIVE: 637C1.00 To demonstrate effective self-expression

INSTRUCTIONAL OBJECTIVES	CONTENT	SKILLS	ACTIVITIES	CURRICULUM CROSS-REFERENCE	RESOURCES
The learner will: 1.06 use oral expression to interview someone.	An interview is a way to gather information from someone by asking "who," "what," "when, "where," and "how" questions. Questions used by the interviewer should be prepared ahead of time. It is important to listen carefully during the interview. Ask follow-up questions as necessary to clarify an answer or pursue a point.	role-playing applying	A. Have students role play interviews with famous characters from history or noted discoverers in science. B. As part of a unit on local history, or as an activity in health, students might be asked to interview local citizens to secure particular information. Example: A student interviews the County Executive to determine the priority needs of the county.	L.A. 635A1	